



# Supporting Families with Infants, Toddlers, and Young Children

The Fifth Biennial Conference  
on the Early Years

**November 13-15, 2006**

Amway Grand Plaza Hotel  
Grand Rapids, Michigan



Their Hearts are in our Hands!



## Purpose

The Supporting Families with Infants, Toddlers, and Young Children Conference brings people together from across initiatives and disciplines. The conference strengthens and supports the efforts of service providers, advocates, leaders, and parents in communities throughout Michigan who have made great strides in increasing the complement of services available to expectant families and families with young children. These efforts are a result of the increased awareness of the significant development that takes place in the first years of a child's life and the need to support families.

The conference will feature sessions from six different areas of discipline/tracks. These include ***Practical Applications for Working Directly with Children and Families; Parent Leadership, Support and Education; Promising Program Strategies; Capacity Building; Research and Knowledge; and Non-Profit Management, Leadership and Organizational Culture***. These sessions are designed for individuals and families working with young children and children's issues.



## Extended Learning

***The first day of the conference, Monday, November 13th, will offer extended learning opportunities with seven Pre-Conference Institutes from 9:00 a.m. - 4:30 p.m. Those choosing to attend this day of the conference will select one institute.***

**SB-CEUs:** .5 State Board of Education Continuing Education Units will be offered, pending approval, for the full-day institute sessions on Monday, November 13th.

**Nursing CEU's:** Continue Nursing Education Credit will be offered through the Michigan Nurses Association for attendance at the **Making the Connection Between Lead Poisoning and School and Social Failure** workshop (B11) on Tuesday November 14. Registration and further information for these CEU's will be available at the conference. Other workshops may be identified for these Nursing CEU's. Please check the on-site registration materials for more information.

## Who Should Attend

Anyone who is a parent and/or people working in child development, home visiting, early childhood education, family support and education, program management, staff supervision, infant mental health, child welfare, parenting education, family literacy, childcare, advocacy, policy making, community leadership, criminal justice, special needs/disability/special education, health and adoption.



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The Supporting Families Conference is made possible because of the collaborative effort involving the Children's Trust Fund, state human services agencies, private child advocacy organizations and providers of early childhood services in Michigan.

# Conference at a Glance

## November 12-15, 2006

### **Sunday, November 12**

6:00 p.m. – 9:00 p.m. Registration - Gerald R. Ford Room

### **Monday, November 13**

7:00 a.m. – 8:45 a.m. Registration - Gerald R. Ford Room  
9:00 a.m. – 4:30 p.m. Pre-Conference Institute Sessions 1 – 7\*  
Lunch included - Ambassador Ballroom

### **Tuesday, November 14**

7:00 a.m. – 8:45 a.m. Registration - Gerald R. Ford Room  
8:45 a.m. – 9:00 a.m. Welcome/Housekeeping  
9:00 a.m. – 10:15 a.m. Dr. Vincent Felitti - Ambassador Ballroom  
10:15 a.m. – 10:30 a.m. Break  
10:30 a.m. – 12:00 p.m. Workshop Sessions A1 – A11  
12:00 p.m. – 1:30 p.m. Lunch included - Ambassador Ballroom  
1:30 p.m. – 3:00 p.m. Workshop Sessions B1 – B11  
3:00 p.m. – 3:15 p.m. Break  
3:15 p.m. – 4:45 p.m. Workshop Sessions C1-C11

### **Wednesday, November 15**

8:00 a.m. – 9:00 a.m. Registration & Continental Breakfast  
9:00 a.m. – 10:15 a.m. D.J. Vanas – Ambassador Ballroom  
Keeping the Fires Lit  
10:15 a.m. – 10:45 a.m. Break  
10:45 a.m. – 12:15 p.m. Workshop Sessions D1- D11  
12:15 a.m. – 1:30 p.m. Lunch included - Ambassador Ballroom  
1:30 p.m. – 3:00 p.m. Workshop Sessions E1 – E11

\*SB-CEU's available

### **Exhibits**

Tuesday, November 14 9:00 a.m. – 5:30 p.m.  
Wednesday, November 15 8:00 a.m. – 1:30 p.m.

### **Wellness Activities (Watch the on site registration materials for more offerings.)**

#### *Tuesday, November 14*

6:30 - 7:15 a.m.  
12:15 - 1:00 p.m. Dance  
4:45 - 5:30 p.m. Dance

#### *Wednesday, November 15*

6:30 - 7:15 a.m.  
12:30 - 1:15 p.m.  
12:00 - 3:30 p.m.



# Keynote Presenters

## The Relationship of Adverse Childhood Experiences to Adult Health: Turning Gold into Lead

The Adverse Childhood Experiences (ACE) Study is an in-depth, long-term, retrospective and prospective analysis of over 17,000 adult San Diego members of Kaiser Permanente, matching their current health status against eight categories of adverse childhood experiences that occurred on average a half-century earlier. We found that:

- Adverse childhood experiences are surprisingly common although typically concealed and unrecognized because of time, shame, secrecy, and social taboo
- They still exert a profound effect 50 years later, although now transformed from life experience into organic disease and mental illness
- Adverse childhood experiences are the main determinant of the health and social well-being of the nation, as well as of adult medical care costs
- Integrating these findings into primary care medical practice appears to produce a significant reduction in medical care costs



*Dr. Vincent Felitti*

The Adverse Childhood Experiences Study thus has direct and important relevance to the practice of medicine and psychiatry, and to the field of social planning. The ACE Study challenges as needlessly superficial the conventional understanding of depression and addiction, showing these to have a powerful dose-response relationship to antecedent life experiences. Its findings indicate that much of what we recognize as abnormal in adult medicine and behavior is the result of what occurred but was not recognized in childhood. These observations lead us to recognize that any attempt at comprehensive medical care must include as part of its history a routine and standardized exploration of adverse childhood experiences. In doing so, we create a new platform of information upon which to base all ongoing primary medical care, converting it from its current symptom-reactive approach to the inclusive biopsychosocial concept described by Dr. George Engel.

**Dr. Vincent Felitti** is a noted physician and researcher on the negative impacts of adverse childhood experiences on adults. Dr. Felitti is one of the principal investigators of the Adverse Childhood Experiences (ACE) Study, a long-term, in-depth analysis of over 18,000 adults that matches their current health status against eight categories of adverse childhood experiences. Findings to date reveal a powerful relationship between our emotional experiences as children and our physical and mental health as adults, as well as a strong link with the major causes of adult mortality in the United States. In other words, the ACE Study documents the conversion of traumatic emotional experiences in childhood into organic disease later in life. It also documents that time does not heal all wounds. One does not just “get over” some things, not even fifty years later. In his keynote address, Dr. Felitti will discuss the ACE Study and its relevance to the everyday practice of medicine and mental health and the importance of prevention.

Dr. Felitti is a graduate of Johns Hopkins Medical School (1962), and a physician in the Department of Preventive Medicine, Southern California Permanente Medical Group. He founded the Department of Preventive Medicine for Kaiser Permanente in San Diego, California 28 years ago and served as Chief of Preventive Medicine until March 2001. Under Dr. Felitti's leadership, the Health Appraisal Division of the Department of Preventive Medicine provided Comprehensive Medical Evaluation of 1.1 million people; during his career, the health risk abatement programs expanded from three (weight loss, smoking cessation and stress management) to a wide range of cutting-edge risk abatement programs offered to over 1,000 patients per month at one facility. Dr. Felitti is also Clinical Professor of Medicine at the University of California, San Diego and a Fellow of The American College of Physicians, licensed to practice medicine in Maryland, California, and Arizona. Dr. Felitti is also the President and CEO of California Institutes of Preventive Medicine.

# Keynote Presenters

## Keeping the Fires Lit



***D.J. Eagle Bear Vanas***

This program will be a dynamic session to renew your sense of purpose, passion, and performance as you work to build strong and healthy families.

Using wisdom discovered in traditional Native American ceremonies, you'll learn the true purpose of a warrior – not what we see on TV or in movies.

Warriors spent their lives developing their talent and abilities to become assets to the village they served. Today that “village” can be your family, community, or anyone you serve. In order to create success within our families, we must be able to take excellent care of ourselves and “keep our fires lit”. In this session, D.J. will show you effective strategies to boost your motivation, stay focused, lower your stress, and keep your spirit strong as you continue to serve others.

Get ready to laugh, learn, and look at your life in a whole new light!

**D.J. Eagle Bear Vanas** is a husband, father, internationally acclaimed motivational storyteller, and success coach. He is also the author of the celebrated book The Tiny Warrior: A Path to Personal Discovery and Achievement which is printed in six countries.

D.J. is an Odawa Indian from Michigan and uses traditional warrior concepts and wisdom to inspire others to achieve their best in life and career. For over a decade, he's delivered his dynamic programs in 46 states and overseas to over 1,600 audiences including NASA, IBM, Hewlett Packard, and hundreds of tribal governments, communities, and schools.

He holds a B.S. from the U.S. Air Force Academy and an M.S. from the University of Southern California. After serving ten years as an Air Force officer, he is now the president of his own company, Native Discovery, Inc. D.J.'s mission is to “build the warriors of tomorrow...today.” He can be reached at [www.nativediscovery.com](http://www.nativediscovery.com).

## ***The Michigan Association for Infant Mental Health***

***Make MI-AIMH your professional home base!***

### **What Are the Benefits?**

- Access to an extensive video lending library with over 200 videos that focus on pregnancy, infant development and behavior, attachment, fatherhood, strategies for promoting infant mental health, and reflective supervision to name just a few topics...
- Membership in your local MI-AIMH Chapter offering opportunities for networking, Brown Bag lunch discussions, reflective supervision groups, half-day workshops, and clinical retreats to name a few...
- Access to specialized training opportunities that support the personal and professional development of practitioners in the infant and family fields.
- Subscription to *The Infant Crier*, a quarterly publication filled with developmental and clinical articles by Michigan practitioners from multiple disciplines and perspectives.
- An award-winning, competency-based professional endorsement system to support and recognize development in the infant and family fields.

Look for membership information in your packet of materials and/or visit:

[WWW.MI-AIMH.MSU.EDU](http://WWW.MI-AIMH.MSU.EDU)



**Monday, November 13, 2006**

**9:00 am – 4:30 pm**

**Pre-Conference Institute Sessions**

**I1 Working with Families: Valuing Differences**

This day-long session is focused on culturally competent practice in working with multi-challenged families with infants and young children, with special attention to the complexities of home visits and relation-based interventions. Through real case examples, video-taped vignettes, and interactive discussion, the presenters will facilitate exploration of the importance of carefully considering each family's cultural uniqueness. Using a strength-based approach to address difficulties, the participants will practice applying strategies that (1) respect and value the diversity of families, and (2) create the opportunity to reflect upon their own cultural lenses, both of which are necessary to be able to provide sensitive, responsive support that allows parents' best capacities to emerge and grow.

**Bonnie Daligga, MA, Infant Mental Health (IMH) Endorsed Mentor, MI-AIMH Vice-President, Clinical Supervisor**

**Stefanie Hill, LMSW, MI-AIMH Diversity Fellow, IMH Specialist**

**Karol Anne Wilson, MSW, MI-AIMH Diversity Fellow, CCEP Consultant**

**I2 Beyond the Blues: Identifying Maternal Perinatal Depression and Understanding Its Impact on Early Childhood Development**

Perinatal depression is highly prevalent, with approximately 15% of mothers experiencing a postpartum depression. Mood disorders in mothers can pose barriers to effective service delivery, and have consequences for the parent-child development and healthy infant and young child emotional development. Home visitors, early childhood educators, and health professionals need to have skills and tools for the effective identification of perinatal depression and familiarity with the treatment options in order to effectively promote access to care. This presentation, co-led by a psychologist and a psychiatrist, will integrate state-of-the-art research and science with case studies, video-taped vignettes, and guidelines for practical applications.

**Maria Musik, MD, Clinical Faculty and Research Investigator, Department of Psychiatry, University of Michigan, Ann Arbor**

**Kate Rosenblum, Ph.D., Assistant Research Scientist, Center for Human Growth and Development, University of Michigan, Ann Arbor**

**I3 Preventing Challenging Behavior by Building Children's Social and Emotional Well-Being in Early Care and Education**

Participants will learn 1) what social and emotional health in very young children is, 2) why it is critical as a foundation for all other learning, 3) how to recognize key milestones and risk factors, 4) how to support infants, toddlers, preschoolers and their own social and emotional health through easy, fun, and inexpensive strategies and experiences, and 5) how to apply what they have learned to state licensing rules and regulations and early learning standards related to social and emotional health.

**Mary MacKrain, M.Ed., Statewide TA and Training Consultant, Child Care Expulsion Prevention (CCEP), Birmingham**

**Bobbie Golani, LMSW, Supervisor, Care Connections, Development Centers, Inc.**

**I4 Assessment and Treatment of Traumatized Infants and Their Families**

This workshop will focus on a relationship-based model of assessment and treatment used with maltreated infants and their families. Evaluating the caregiver's perceptions, attitudes, and beliefs about the child as well as his or her observable behaviors with the child provides a rich view of the relationship. From such an evaluation, the dyad's strengths and challenges can be identified, both of which provide the foundation for psychotherapeutic intervention. Video clips of the intervention process will be used to illustrate the assessment and treatment models we employ with traumatized children and their families.

**Julie A. Larrieu, Ph.D., Tulane University Health Sciences Center, New Orleans, LA**



**Monday, November 13, 2006**

**9:00 am – 4:30 pm**

## **Pre-Conference Institute Sessions, Continued**

### **I5 How to Consult with Families with Crying, Sleeping and Feeding Problems in Early Infancy**

Helping families who have infants with crying, sleeping or feeding concerns in early infancy can be very important and very challenging. Depending on the circumstances, parents can be stressed, anxious, and sleep deprived. The purpose of this workshop is fourfold: (1) to increase practitioners' ability to observe and articulate variations in infant behavior associated with early regulation problems; (2) to enable practitioners to learn how to effectively screen for concerns while engaging parents in a way that helps them communicate their concerns; (3) to learn to estimate the match between concrete solutions, soothing strategies, etc. and parents' ability to use the help which is offered; and (4) to expand each practitioner's repertoire of strategies that have been found to be effective.

During the pre-conference institute, participants will: (1) be given simple, effective methods including questionnaires, diaries, and key interview questions to gain a more comprehensive understanding of what parents are dealing with; how much of the concern can be attributed to the infant, to the parent, or to dynamics of parent-infant interaction already established in the attempt to manage the crying, sleeping, or feeding problems; (2) learn the consultation model developed in the Infant Behavior Clinic at Women & Infants Hospital Providence, RI and refined in the Fussy Baby Network in Chicago; (3) be provided with updated reviews of effective strategies; (4) be encouraged to identify resources for parents of infants with crying, sleeping and feeding concerns, and develop a community network referral system based on the model of the Fussy Baby Network; and (5) to identify ongoing resources for collegial support and peer supervision in order to continue to learn how to be helpful and effective with these families.

**Zack Boukydis, Ph.D., Associate Professor, Erikson Institute, Chicago, IL**

### **I6 A Relationship-Based Approach to Serving High-Risk Families in Home Settings**

This pre-conference session will provide participants with effective strategies for promoting young child and family development and mental health in the context of the home. A relationship-based approach will be emphasized, with a focus on the moment-to-moment interactions between families and home visitors, as well as between parents and children. Specific techniques will be explored, such as videotape review, infant observation, and joint parent-child activities. The session will include didactic presentations, videotapes, and small group exercise. Finally, "nurturing the nurturer" at all levels, particularly the home visitor herself, will be highlighted.

**Brenda Jones Harden, PhD, Associate Professor, Institute for Child Study, University of Maryland, College Park, Maryland**

### **I7 A Cultural Practices Approach for Assessment & Intervention: The use of the hair combing task with African-American mothers & infants**

There is a growing need for providers of early childhood services to find practical ways to support families with young children by addressing substantive issues of culture and race. The everyday cultural practices caregivers use with children provide a naturalistic framework for assessment and intervention with diverse cultural groups. The hair-combing task provides an example of this strengths-based approach. Distinct relationship issues with African-American mothers and their infants include beliefs about 'good' and 'bad' hair, skin color, perceptions of spoiled infants, and use of corporal punishment. Videotapes from a series of research studies on African-American mother-child interaction illustrate these distinct assessment issues and intervention techniques with this population of families.

**Marva L. Lewis, Ph.D., Tulane University, Institute of Infant & Early Childhood Mental Health, New Orleans, LA**



*"There is always one moment  
in childhood when the door  
opens and lets the future in.  
– Deepak Chopra*

# Workshop Sessions

Tuesday and Wednesday, November 14-15, 2006

## Legend

Each set of workshops are bundled with their respective track. Symbols related to the type of workshop and content level follow each workshop title. The format is as follows:

### *Type/Content Level*

#### Tracks

- 1 Non-Profit Management, Leadership and Organizational Culture
- 2 Capacity Building
- 3 Research and Knowledge
- 4 Promising Program Strategies
- 5 Practical Applications for Direct Service Staff
- 6 Parent Leadership, Support, and Education

#### Type

- S Skill Building and Evidence-Based Practice
- T Theory and/or Research
- C Case/Program Based
- A Active Learning
- O Other



#### Content Level

- I Introductory
- M Intermediate
- A Advanced
- S Suitable for All Audiences



*The only rock I know that stays steady, the only institution I know that works, is the family.” – Lee Iacocca*



**Tuesday, November 14, 2006**

**10:30 am – 12:00 pm**

**WORKSHOP SESSIONS A1-11**

**Track 1      Non-Profit Management, Leadership, and Organizational Culture**

**A1      Gaining a Fresh Perspective on Program Management – Assessing Needs, Defining Goals, and Effecting Change      A/S**

Whether you're coming in as a new manager, or you just want a fresh perspective, this 90-minute presentation will help you assess your program's needs, set worthwhile goals and objectives, and effectively implement change.

*Deborah A. Campbell, Ed.S., Child Care Concepts Coordinator, Family & Children's Service of Midland*

**Track 2      Capacity Building**

**A2      Improving Service Delivery: Understanding the Latino Population S/I**

This presentation is aimed at recognizing the diversity within the Hispanic/Latino community. Traditional practices and beliefs help develop the Latino's worldview and how this, in turn, affects decisions while living here. We will look at stereotypes – where some of them come from, and how these can affect our approach to clients. Some practical solutions for helping improve service delivery to this specific population will also be discussed.

*Juan A. Colón, Educator/Training Specialist, Spectrum Health Healthier Communities*

**Track 3      Research and Knowledge**

**A3      Childhood Sexual Abuse, Depression, and Family Dysfunction in Adult Obese Patients      S/S**

One hundred significantly overweight patients sequentially applying to a very low calorie diet (VLCD) program were interviewed to learn how the onset of obesity correlated with other life events. By comparison with a control group of 100 always-slender adults, the obese applicants were found to be different at a highly significant level in the prevalence of childhood sexual abuse, nonsexual childhood abuse, early parental loss, parental alcoholism, chronic depression, and marital family dysfunction in their own adult lives. The obese patients commonly reported using obesity as a sexually protective device; many reported overeating to cope with emotional distress. Inquiry into depression, past sexual abuse, and past or present dysfunctional family life should be added to the current medical evaluation of all obese patients. The result findings are likely to be relevant to their treatment, whether for obesity or for other medical conditions.

*Dr. Vincent Felitti, Department of Preventive Medicine, Southern California Permanente Medical Group, San Diego, California*

**Track 4      Promising Program Strategies**

**A4      Goin' for the Gold! High Quality Programs and Learning for Young Children      A/M**

Early childhood program standards and content expectations for three- and four-year-old children were adopted by Michigan's State Board of Education in March 2005. The framework and organization of the standards will be shared through interactive activities, with an opportunity for participants to discuss how they might be implemented.

*Lindy Buch, Director, Office of Early Childhood Education & Family Services, Michigan Department of Education, Lansing*

*Reneé DeMars Johnson, Supervisor, Infant/Toddler & Family Services, Michigan Department of Education, Lansing*





*There is no doubt that it is around the family and the home that all the greatest virtues, the most dominating virtues of human society, are created, strengthened and maintained.*

*– Winston Churchill*

**A5 Reflective Supervision – What Is It and Why Is It So Important? Part 1 S/M**

This workshop will introduce home visitors, prevention specialists, and infant and early childhood professionals to reflective supervision. What does it look like? How does each partner contribute to making it effective for quality services?

*Deborah Weatherston, Executive Director, Michigan Association of Infant Mental Health, Detroit*  
*Carla Barron, Infant Mental Health Specialist, Macomb County Community Mental Health*

**Please Note:** This is a 2-part workshop. Please do not attend part 2 unless you have attended part 1 of this workshop.

**Track 5 Practical Applications for Direct Service Staff**

**A6 “This is Not Who I Expected.” Understanding and Supporting Families Changed by a Child with Special Needs, Part 1 A/S**

This workshop is designed to provide a greater understanding about the range of reactions and emotions, including grief, parents and caregivers experience as they learn about their infant’s or toddler’s special needs or developmental disability.

*Janice Fialka, Statewide Trainer, CCRESA Early On® Training and Technical Assistance, Clinton County*  
*Kim Harris, Trainer and Technical Assistance Specialist, CCRESA Early On® Training and Technical Assistance, Clinton County*

**Please Note:** This is a 2-part workshop. Please do not attend part 2 unless you have attended part 1 of this workshop.

**A7 Understanding Infant and Toddler Grief S/I**

Grief affects people across the lifespan, including children ages birth to five years. While young children may not verbally express their grief, due to a temporary or permanent separation, there are signs and symptoms of a young, grieving child. This presentation will teach developmental milestones of early childhood grief as well as take a close look at John Bowlby’s *Attachment Theory* in relation to aiding grieving children and families.

*Rebecca Konarz, Founder, Project: HUGG (Helping Us Grieve and Grow)*

**A8 The Silent Epidemic: Oral Disease S/I**

This workshop will discuss how to improve the oral health of infants, toddlers, and young children. Tooth decay starts when the child is born and affects almost all children. Children with dental decay have pain, miss school, do not eat well, and feel badly about how they look. This workshop will show you how to spot dental decay early. Participants will learn how to prevent dental decay and find ways to get dental care for small children.

*Sheila Semler, Ph.D., Oral Health Coordinator, Michigan Department of Community Health, Lansing*  
*Paula Bates, RDH, Sealant/Education/Fluoride Coordinator, Michigan Department of Community Health, Lansing*

**A9 Home Visiting: Parents and Children Learning Together S/I**

This workshop will offer a multitude of information for both seasoned and new home visitors. Participants will be able to explore activities and gain new ideas to foster their success and confidence as a home visitor.

*Lynette Lillie, Manager, Char-Em Intermediate School District*  
*Mandy Peterson, Home Visitor, Char-Em Intermediate School District*

**Track 6      Parent Leadership, Support and Education**

**A10    READ Books (Read, Explore, Appreciate, and Discover) Books**

A/S

An interactive workshop based on a simple curriculum, this workshop will help parents become involved and excited about reading to their children and help parents explore and discover the wonder of books with their children from birth on.

***Brenda Schwartz, Early Childhood Educator, Gogebic County Even Start***

***Denise Schmitz-Enking, Gogebic County Even Start***

**A11    Building Resilience: No More Bandages!    S/M**

Some people face adversity and their lives are devastated; others will meet life challenges only to rise up and return stronger than ever. What factors influence a person's response to hardship? How can helping professionals foster resilience in individuals, families, and our communities in which we practice? What can we do to promote strength in others and ourselves? In this dynamic and interactive educational presentation, discover strategies that you can use to nurture resilience in yourself and the people to whom you provide services.

***Sharon I. Zinnah, RN, Program Coordinator, Spectrum Health, Grand Rapids***



*No matter what you've  
done for yourself or for  
humanity, if you can't look  
back on having given love  
and attention to your own  
family, what have you  
really accomplished?"*

*– Elbert Hubbard*



**Tuesday, November 14, 2006**

**1:30 pm – 3:00 pm**

**WORKSHOP SESSIONS B1-B11**

**Track 1      Non-Profit Management, Leadership, and Organizational Culture**

**B1      Early Childhood Investment Corporation      O/S**

The Early Childhood Investment Corporation (ECIC) is the newly established organization in Michigan to provide support and assistance to communities in their efforts to improve services for families with children 0 to 5 years of age. This session will describe the primary roles of ECIC: providing technical assistance and support; addressing barriers to community collaboration; and serving as a source of investment in early childhood services and supports. The ECIC has begun funding Great Start Collaboratives in Michigan. The session will include representatives from a local Great Start Collaborative to discuss their progress in completing a comprehensive local early childhood system assessment and efforts to complete a local plan.

*Michael Foley, Chief Operating Officer, ECIC, Lansing*  
*Joan Blough, Manager of Technical Assistance, ECIC, Lansing*  
*Local Great Start Collaborative Partners, to be announced*



**Track 3      Research and Knowledge**

**B2      Strategies for Promoting Healthy Couple Relationships and Marriage in Early Parenting Programs, Part 1      T/M**

Become familiar with research and strategies for early prevention programs to empower low-income couples to strengthen their relationship, promote healthy marriage, co-parenting, and father involvement. Results from the Michigan evaluation of the Caring for My Family Program will be given.

*Karen Shirer, Ph.D., Extension Specialist and Assistant Professor, Michigan State University, East Lansing*

*Please Note:* This is a 2-part workshop. Please do not attend part 2 unless you have attended part 1 of this workshop.

**B3      Does Spanking Always Lead to Negative Behavior? Longitudinal Research on the Effects of Spanking in Early Childhood, Part 1      T/S**

In this session, we present research that provides support for both sides of the spanking debate and present our own research which investigated whether parental warmth and discipline buffered the negative effects of spanking among families with different ethnic backgrounds.

*Ann Stacks, Assistant Professor/Director, Infant Mental Health Program, Merrill Palmer Institute, Detroit*  
*Toko Oshio, Doctoral Student, Michigan State University, East Lansing*

*Please Note:* This is a 2-part workshop. Please do not attend part 2 unless you have attended part 1 of this workshop.

**Track 4      Promising Program Strategies**

**B4      Reflective Supervision – What Is It and Why Is It So Important? Part 2      S/M**

This workshop will introduce home visitors, prevention specialists, and infant and early childhood professionals to reflective supervision. What does it look like? How does each partner contribute to making it effective for quality services?

*Deborah Weatherston, Executive Director, Michigan Association of Infant Mental Health, Detroit*  
*Carla Barron, Infant Mental Health Specialist, Macomb County Community Mental Health*

*Please Note:* This is a 2-part workshop. Please do not attend part 2 unless you have attended part 1 of this workshop.

**B5 Strengthening Families through Early Care and Education, Part 1 A/I**

This is an interactive session in which participants will learn about a research-based child abuse prevention model. Participants will hear the research, see how the model works, and explore how to implement the model.

*Maggie Sprattmoran, Executive Director, Leelanau Children's Center, Leland, MI*

*Angela Dedenbach, Parenting Communities Coordinating for Northport Michigan, Leelanau Children's Center, Leland, MI*

**Please Note:** This is a 2-part workshop. Please do not attend part 2 unless you have attended part 1 of this workshop.

**B6 Great Parent Leaders Giving Children a Great Start C/S**

A panel of parents, educator, and program administrators will share how they developed parent leadership to build capacity to sustain parent-child playgroups. The panel will describe the support provided for parent leaders, materials used, community partnerships, and parent feedback about the service. A demonstration on how the parent leaders deliver the service will be provided.

*Michelle Nicholson, Supervisor of Early Childhood Education, Ingham Intermediate School District, Mason*

*Wendy Moncada, Parent Educator, Ingham Intermediate School District, Mason*

**B7 The Dirty Dozen Assumptions that Defeat "Good Enough" Parenting, Part 1**

Most parents interact with their children under the assumptions that they either grew up with or what they heard from other parents. Often these child rearing assumptions are wrong and can even damage the developmental process. The assumption that parents can hide strong emotions from the young child is a prime example of one of these myths. This workshop covers the "dirty dozen" of potentially harmful assumptions and suggests ways to help parents feel empathy towards the young developing child's struggles.

*Phillip Hamberg, Program Director, Michigan Family Resources, Walker*

**Please Note:** This is a 2-part workshop. Please do not attend part 2 unless you have attended part 1 of this workshop.

**Track 5 Practical Applications for Direct Service Staff**

**B8 "This is Not Who I Expected." Understanding and Supporting Families Changed by a Child with Special Needs, Part 2 L/S**

This workshop is designed to provide a greater understanding about the range of reactions and emotions including grief, parents and caregivers experience as they learn about their infant's or toddler's special needs or developmental disability.

*Janice Fialka, Statewide Trainer, CCRESA Early On® Training and Technical Assistance, Clinton County*

*Kim Harris, Trainer and Technical Assistance Specialist, CCRESA Early On® Training and Technical Assistance, Clinton County*

**Please Note:** This is a 2-part workshop. Please do not attend part 2 unless you have attended part 1 of this workshop.

**B9 Respecting the Uniqueness of Native American Children and Families L/S**

This presentation will focus on the unique needs and circumstances specific to Native American families and children. Issues of poverty, drug usage, domestic violence, and community needs will be discussed with a focus on culturally sensitive methods and materials.

*Stefanie Kujaczynski, Consultant, Michigan Department of Education, Office of Early Childhood Education and Family Services, Lansing*



**B10 Building Capacity in the Infant and Family Field through Competencies Based Endorsement**

O (Professional Development Pathway)/S

The MI-AIMH Endorsement for Culturally Sensitive, Relationship-Based Practice Promoting Infant Mental Health offers professionals in the infant and family field a nationally commended, competency-based system for recognizing abilities at four levels of child and family service. The presenter will discuss the criteria for endorsement and ways that professionals from multiple disciplines can earn endorsement.

***Sheryl Goldberg, LMSW, Endorsement Chair, Michigan Association for Infant Mental Health, Adrian***

**B11 Making the Connection between Lead Poisoning and School and Social Failure L/S**

This session will provide participants with information from the latest literature on lead poisoning, and its effects on young children and their capacity to learn and interact appropriately and successfully with others. Primary prevention activities to avoid exposure to lead in the environment will be reviewed. In addition, participants will discuss the application of the 2004 lead legislation (laws) in both their professional and community settings. This presentation is suitable for all audiences (early childhood and child care providers, educators, mental health professionals) and has practical applications. Nursing continuing education credits available

***Sharon Hudson, RN, MSN, CNM, Lead Program Coordinator, Michigan Department of Community Health, Lansing***

***Jane Nickert, RN, MSN, MBA, Nurse Consultant-Lead Program, Michigan Department of Community Health, Lansing***



*Home is the place where boys  
and girls first learn how to  
limit their wishes, abide by  
rules, and consider the rights  
and needs of others.*

*– Sidonie Gruenberg*



Tuesday, November 14, 2006  
3:15 pm – 4:45 pm

WORKSHOP SESSIONS C1-C11

Track 1      **Non-Profit Management, Leadership, and Organizational Culture**

C1      **The Leader for the New Era Non-Profit**      S/S

The spotlight is on the non-profit sector's weaknesses. Government, contributors, and the media are clamoring for change. This session will focus on both board and staff members and will suggest *best practices* to make your organization a model.

*Gary Snyder, Managing Director, The Nonprofit Management Center, West Bloomfield*



Track 2      **Capacity Building**

C2      **Collaboration: What does it look like?**      S/M

This workshop will explore collaboration in theory and in practice. Levels of collaboration will be discussed along with examples of how collaboration works in the field. Methods for evaluating collaborative activities will be shared and used during the workshop. Participants will be encouraged to share strategies they find effective and practice evaluating collaborations they are involved with in their community.

*Jan Fowler, Early Education Coordinator, Char Em Intermediate School District*

Track 3      **Research and Knowledge**

C3      **Parent Education in Family Literacy Programs – What Research Tells Us** T/S

A growing body of research points to the powerful influence parents have on their children's literacy development and school success. This session will provide an overview of research on parent education in family literacy programs and discuss evidence-based practices for parent education.

*Sandra Howe, Consultant, Brighton*

C4      **Strategies for Promoting Healthy Couple Relationships and Marriage in Early Parenting Programs, Part 2**      T/M

Become familiar with research and strategies for early prevention programs to empower low-income couples to strengthen their relationship, promote healthy marriage, co-parenting, and father involvement. Results from the Michigan evaluation of the Caring for My Family Program will be given.

*Karen Shirer, Ph.D., Extension Specialist and Assistant Professor, Michigan State University, East Lansing*

**Please Note:** *This is a 2-part workshop. Please do not attend part 2 unless you have attended part 1 of this workshop.*

C5      **Does Spanking Always Lead to Negative Behavior? Longitudinal Research on the Effects of Spanking in Early Childhood, Part 2**      T/S

In this session, we present research that provides support for both sides of the spanking debate and present our own research which investigated whether parental warmth and discipline buffered the negative effects of spanking among families with different ethnic backgrounds.

*Ann Stacks, Assistant Professor/Director, Infant Mental Health Program, Merrill Palmer Institute, Detroit*  
*Toko Oshio, Doctoral Student, Michigan State University, East Lansing*

**Please Note:** *This is a 2-part workshop. Please do not attend part 2 unless you have attended part 1 of this workshop.*

## C6 **The Origins of Addiction: Evidence from the Adverse Childhood Experiences Study**

A population-based analysis of over 17,000 middle-class American adults undergoing comprehensive, biopsychosocial medical evaluation indicates that three common categories of addiction are strongly related in a proportionate manner to several specific categories of adverse experiences during childhood. This, coupled with related information, suggests that the basic cause of addiction is predominantly experience-dependent during childhood and not substance-dependent. This challenge to the usual concept of the cause of addictions has significant implications for medical practice and for treatment programs.

**Dr. Vincent Felitti, Department of Preventive Medicine, Southern California Permanente Medical Group, San Diego, California**

## Track 4 **Promising Program Strategies**

### C7 **A Toolkit for Supporting Fragile Families S/S**

The Encouraging Family Foundations (EFF) program for fragile families encourages positive decision making between parenting partners through six 4-hour classes on topics such as healthy communication, financial management, co-parenting, and stress management; also linking these parents into a matrix of experts and community agencies. Conference attendees will attain valuable information on programming, recruitment, and evaluation tips that can be taken back into any community.

**Bev Crandall, MS, Early Childhood Coordinator, Child & Family Resource Council, Grand Rapids**  
**Sara Stachon, BS, Early Childhood Assistant, Child & Family Resource Council, Grand Rapids**

### C8 **Strengthening Families through Early Care and Education, Part 2 A/I**

This is an interactive session in which participants will learn about a research-based child abuse prevention model. Participants will hear the research, see how the model works, and explore how to implement the model.

**Maggie Sprattmoran, Executive Director, Leelanau Children's Center, Leland, MI**

**Angela Dedenbach, Parenting Communities Coordinating for Northport Michigan, Leelanau Children's Center, Leland, MI**

**Please Note:** This is a 2-part workshop. Please do not attend part 2 unless you have attended part 1 of this workshop.

### C9 **The Dirty Dozen Assumptions that Defeat “Good Enough” Parenting, Part 2**

Most parents interact with their children under the assumptions that they either grew up with or what they heard from other parents. Often these child rearing assumptions are wrong and can even damage the developmental process. The assumption that parents can hide strong emotions from the young child is a prime example of one of these myths. This workshop covers the “dirty dozen” of potentially harmful assumptions and suggests ways to help parents feel empathy towards the young developing child's struggles.

**Phillip Hamberg, Program Director, Michigan Family Resources, Walker**

**Please Note:** This is a 2-part workshop. Please do not attend part 2 unless you have attended part 1 of this workshop.



*Even as the cell is the unit of the organic body, so the family is the unit of society.*  
— Ruth Nanda Anshen

## Track 5 Practical Applications for Direct Service Staff

### C10 **What About Those Fathers? Engaging Men in Service Provision** S/S

This workshop is designed to encourage service providers at all levels to examine their program policies, practices, and procedures, which may inadvertently preclude fathers and men from benefiting from the services offered. Case practice that supports positive male family involvement will be discussed as well as information on the art of effective “male” communication. Attendees will learn specific tips and techniques that are designed to promote positive working relationships, even with the most challenging male client.

***Duane M. Wilson, Proud Fathers-Proud Parents Program Coordinator, Michigan Department of Human Services, Lansing***

## Track 6 Parent Leadership, Support and Education

### C11 **Back to Sleep: Tummy to Play** S/I

The purpose of this workshop is to support safe supine positioning for sleeping and to emphasize the importance of prone positioning for play. Because of the fear of SIDS, parents often are hesitant to place their infants on their tummies, which is necessary to promote normal development.

***Mary DeWys, Infant Specialist, Spectrum Health, Grand Rapids***  
***Terri Cooper, OTR, Vision Sensory Center***

*“I cannot think of any need in childhood as strong as the need for a father’s protection.”*

*– Sigmund Freud*



**Wednesday, November 15, 2006**  
**10:45 am – 12:15 pm**

**WORKSHOP SESSIONS D1-D11**

**Track 1      Non-Profit Management, Leadership, and Organizational Culture**

- D1      Supporting Infancy and Early Childhood Professionals Through Training and Mentoring, Part 1**    S/A  
Training is delivered in varying 'dosages' to promote effective practice. Mentoring intends the same, but with significant differences in technique. Participants will actively consider those differences and explore ways to combine their best features for optimal relationship-based support.  
*Kathleen Baltman, MA, Director, Child Care Mental Health Services*  
*Emily Kleinglass, LMSW, Early Childhood Mental Health Consultant*  
*Regina McKinney, M.ECE, Let's Talk Training/Mentoring Coordinator*  
*The Guidance Center, Southgate*



**Track 2      Capacity Building**

- D2      Zero to Three Secondary Prevention-Evaluating Maltreatment Prevention for Infants and Toddlers, Part 1**  
T/M  
This presentation will look at the breadth of data for the Zero to Three Secondary Prevention Initiative with a focus on the Adult Adolescent Parenting Inventory and the use of targeted service outcomes and indicators.  
*Michael D. Gillespie, MSW, Research/Evaluation Consultant, Gillespie Research, LLC*

**Please Note:** *This is a 2-part workshop. Please do not attend part 2 unless you have attended part 1 of this workshop.*

**Track 3      Research and Knowledge**

- D3      Relationships Matter: Enhancing School-Readiness Skills by Promoting Attachment Relationship**      T/A  
This session will review the research on the social and emotional foundations of school readiness, paying particular attention to the development of attachment, emotion regulation, and empathy. We will highlight a study with Head Start children that addressed the relationship among disorganized attachment and school readiness. Recommendations will be made regarding ways in which agencies can foster the development of attachment.  
*Ann Stacks, Assistant Professor/Director, Infant Mental Health Program, Merrill Palmer Institute, Detroit*  
*Toko Oshio, Doctoral Student, Michigan State University, East Lansing*
- D4      Adolescents: What Are They Thinking?**      T/S  
This workshop will explore current research about the development of teen brains, including new discoveries that offer insight into the choices and behaviors that can baffle adults. Implications of the research for parents, as well as for service providers and policy makers, will be explored.  
*Pat Crum, Parent Counselor, DeVos Children's Hospital, Grand Rapids*

**Track 4      Promising Program Strategies**

- D5      Kids Have Rights: A Body Safety Program for Children**      C/S  
Kids Have Rights is an innovative child sexual abuse prevention program for elementary age children. The program was created by a multi-disciplinary task force in Kent County. The presentation will include visuals, interactive activities, and examples on how the program is facilitated with children.  
*Rosalynn Bliss, Program Coordinator, Kids First, Grand Rapids*  
*Becky Yuncker, Intervention Specialist, Children's Assessment Center, Grand Rapids*



## Track 5      Practical Applications for Direct Service Staff

- D6      The Score - Media 37; Parents 3: Modern Media's Effect on Young Children and What Parents Can Do, Part 1**      T,S,L/S  
American children spend more time engaged with media than playing and interacting with parents/peers. Participants will explore the serious impact of media on young children and what parents and communities can do to minimize and redirect its impact.  
*Jacqueline Wood, Early Childhood Education Consultant, Michigan Department of Education*  
**Please Note:** This is a 2-part workshop. Please do not attend part 2 unless you have attended part 1 of this workshop.
- D7      Childhood Obesity: The New Epidemic**      S/S  
Some parents of this generation of children may outlive their children. Childhood obesity is epidemic. Factors contributing to obesity and preventive measures in battling this epidemic will be outlined in this startling presentation.  
*Tom Peterson, MD, Medical Director, Quality and Healthier Communities, Spectrum Health and DeVos Children's Hospitals*
- D8      Traumatized and Prenatally Alcohol-Exposed Children and Adolescents: Recognition, Assessment and Implications for the Legal System, Part 1**  
This workshop will describe effective screening, comprehensive assessment techniques, and the potential impact of the legal system on children and adolescents exposed to traumatic stress and prenatal alcohol.  
*Mark A. Sloane, DO, FACOP, FAAP, Medical Director, Center for Behavioral Pediatrics, Kalamazoo*  
*James Henry, MSW, Ph.D., Executive & Clinical Director, Lakeside: A Sanctuary for Children, Director, Center for Behavioral Pediatrics, Kalamazoo*  
**Please Note:** This is a 2-part workshop. Please do not attend part 2 unless you have attended part 1 of this workshop.
- D9      Love Languages**      S/S  
It is a basic human need to feel loved. Children who feel loved are more likely to come to school ready to learn. However, being loved and feeling loved might be two different things. The Five Love Languages are the languages in which we feel loved. This workshop will discuss Gary Chapman and Ross Campbell's Five Love Languages, including the problems in relationships when people speak a different Love Language and the needs of children 0-5 years of age.  
*Sue Hartman, BA, M.Ed, Student-Centered, Educational Consultant and Trainer, Grand Rapids*
- D10      Literacy Accomplishments for Young Children**      L/S  
Parent educators in Allegan County have developed checklists for young children (birth to 5 years) in both English and Spanish. This presentation will share these checklists and how the Parents as Teachers program uses them to promote literacy skills.  
*Marilyn Handy, Parent Educator, Allegan County Intermediate School District*  
*Jean McLeod Doughty, Parent Educator, Allegan County Intermediate School District*

## Track 6      Parent Leadership, Support, and Education

- D11      The Dance of Partnership: Why Do My Feet Hurt? Strengthening the Partnership Between Professionals and Parents of Children with Special Needs, Part 1**      L/S  
This workshop is designed for professionals and parents of children with special needs to enhance their understanding of the challenges faced by all partners as they form and sustain working relationships. As a result of this training and discussion, insights are gained about working and identifying strategies that promote partnerships.  
*Janice Fialka, Statewide Trainer, CCRESA Early On® Training and Technical Assistance*  
**Please Note:** This is a 2-part workshop. Please do not attend part 2 unless you have attended part 1 of this workshop.

Wednesday, November 15, 2006

1:30 pm – 3:00 pm

WORKSHOP SESSIONS E1-E11



**Track 1      Non-Profit Management, Leadership, and Organizational Culture**

- E1      Supporting Infancy and Early Childhood Professionals through Training and Mentoring, Part 2      S/A**  
Training is delivered in varying ‘dosages’ to promote effective practice. Mentoring intends the same, but with significant differences in technique. Participants will actively consider those differences and explore ways to combine their best features for optimal relationship-based support.  
*Kathleen Baltman, MA, Director, Child Care Mental Health Services*  
*Emily Kleinglass, LMSW, Early Childhood Mental Health Consultant*  
*Regina McKinney, M.ECE, Let’s Talk Training/Mentoring Coordinator*  
*The Guidance Center, Southgate*  
**Please Note:** This is a 2-part workshop. Please do not attend part 2 unless you have attended part 1 of this workshop.

**Track 2      Capacity Building**

- E2      Zero to Three Secondary Prevention-Evaluating Maltreatment Prevention for Infants and Toddlers, Part 2      T/M**  
This presentation will look at the breadth of data for the Zero to Three Secondary Prevention Initiative with a focus on the Adult Adolescent Parenting Inventory and the use of targeted service outcomes and indicators.  
*Michael D. Gillespie, MSW, Research/Evaluation Consultant, Gillespie Research, LLC*  
**Please Note:** This is a 2-part workshop. Please do not attend part 2 unless you have attended part 1 of this workshop.

**Track 3      Research and Knowledge**

- E3      Documenting Your Program’s Strengths and Identifying Areas of Continuous Improvement Using Program Evaluation: An Example from Early Head Start      S/A**  
This session will present design, data collection, and results of a 2-year Early Head Start evaluation to illustrate how program managers/supervisors can use research to design, evaluate, and support continuous funding for their programs.  
*Ann Stacks, Assistant Professor/Director, Infant Mental Health Program, Merrill Palmer Institute, Detroit*  
*Wendy McBride, Early Head Start Manager, Capital Area Community Services, Lansing*
- E4      How Witnessing Domestic Violence Affects Early Child Development and Behavior      T/S**  
This presentation will focus on how witnessing domestic violence affects early childhood development and how these effects present behaviorally. Empirical research addressing the neurological and social-emotional development, attachment relationships, and issues of resiliency, safety planning, and intervention will be presented.  
*Georgia Carpenter, MA Candidate Human Development/Outreach Advocate, Wayne State University*

**Track 4      Promising Program Strategies**

- E5      Setting Up a Postpartum Depression Screening Program and Support Network      C/S**  
How does a community go about setting up a support system for new mothers experiencing postpartum depression? How can we screen new mothers more efficiently? Here is a practical step-by-step presentation from a program that has been used at Spectrum Health since 1993.  
*Nancy Roberts, RN, Spectrum Health, Grand Rapids*

## Track 5 Practical Applications for Direct Service Staff

### E6 **The Score - Media 37; Parents 3: Modern Media's Effect on Young Children and What Parents Can Do, Part 2** T,S,L/S

American children spend more time engaged with media than playing and interacting with parents/peers. Participants will explore the serious impact of media on young children and what parents and communities can do to minimize and redirect its impact.

**Jacqueline Wood, Early Childhood Education Consultant, Michigan Department of Education**

**Please Note:** This is a 2-part workshop. Please do not attend part 2 unless you have attended part 1 of this workshop.

### E7 **Engaging Fathers in the Positive Growth and Development of Their Children** S/S

Working with fathers and men is an ongoing learning process. The goal is that best practice for children, fathers, and families should result from lessons shared and interaction of participants in this workshops

**Mike Kildee, Family/Community Support Coordinator, Bendle/Carmen-Ainsworth Learning Community 0-5 Head Start**

### E8 **Traumatized and Prenatally Alcohol-Exposed Children and Adolescents: Recognition, Assessment and Implications for the Legal System, Part 2** S/S

This workshop will describe effective screening, comprehensive assessment techniques, and the potential impact of the legal system on children and adolescents exposed to traumatic stress and prenatal alcohol.

**Mark A. Sloane, DO, FACOP, FAAP, Medical Director, Center for Behavioral Pediatrics, Kalamazoo**

**James Henry, MSW, Ph.D., Executive & Clinical Director, Lakeside: A Sanctuary for Children, Director, Center for Behavioral Pediatrics, Kalamazoo**

**Please Note:** This is a 2-part workshop. Please do not attend part 2 unless you have attended part 1 of this workshop.

### E9 **Strategies for Planning Effective Parent Education in Family Literacy Programs** S/S

This session will discuss how an assessment tool such as the "Parent Education Profile" can be used to plan effective learning opportunities focused on parents becoming supporters of their children's literacy development and school success.

**Sandy Howe, Contract Consultant, Michigan Department of Education**

**Cheryl Hall, Consultant, Michigan Department of Education-Early Childhood Education and Family Services**

### E10 **Developing Relationships Through Play** S/I

Dr. Stanley Greenspan's Floor Time approach will be presented. Floor Time is a warm intimate way of relating to a child. A Floor Time philosophy means engaging, respecting, and getting in tune with the child in order to help the child elaborate through gestures, words, and pretend play what is on the child's mind. As a technique, Floor Time is a process that is used to support the emotional development of the child and improve the relationships between parents and their child or between a caregiver and child.

**Sue Eastman, KEEP Coordinator, Arbor Circle, Grand Rapids**

**Eileen Cronin, KEEP Consultant, Arbor Circle, Grand Rapids**



## Track 6 Parent Leadership, Support and Education

### E11 **The Dance of Partnership: Why Do My Feet Hurt? Strengthening the Partnership Between Professionals and Parents of Children with Special Needs, Part 2** L/S

This workshop is designed for professionals and parents of children with special needs to enhance their understanding of the challenges faced by all partners as they form and sustain working relationships. As a result of this training and discussion, insights are gained about working and identifying strategies that promote partnerships.

**Janice Fialka, Statewide Trainer, CCRESA Early On® Training and Technical Assistance**

**Please Note:** This is a 2-part workshop. Please do not attend part 2 unless you have attended part 1 of this workshop.

## Workshops by Track

### **Track 1**      **Non-Profit Management, Leadership and Organizational Culture**

- A1      Gaining a Fresh Perspective on Program Management – Assessing Needs, Defining Goals, and Effecting Change
- B1      Early Childhood Investment Corporation
- C1      The Leader for the New Era Non-Profit
- D1, E1      Supporting Infancy and Early Childhood Professionals Through Training and Mentoring

### **Track 2**      **Capacity Building**

- A2      Improving Service Delivery: Understanding the Latino Population
- C2      Collaboration: What does it look like?
- D2, E2      Zero to Three Secondary Prevention-Evaluating Maltreatment Prevention for Infants and Toddlers

### **Track 3**      **Research and Knowledge**

- A3      Childhood Sexual Abuse, Depression, and Family Dysfunction in Adult Obese Patients
- B2, C4      Strategies for Promoting Healthy Couple Relationships and Marriage in Early Parenting Programs
- B3, C5      Does Spanking Always Lead to Negative Behavior? Longitudinal Research on the Effects of Spanking in Early Childhood
- C3      Parent Education in Family Literacy Programs – What Research Tells Us
- C6      The Origins of Addiction: Evidence from the Adverse Childhood Experiences Study
- D3      Relationships Matter: Enhancing School-Readiness Skills by Promoting Attachment Relationship
- D4      Adolescents: What Are They Thinking?
- E3      Documenting Your Program’s Strengths and Identifying Areas of Continuous Improvement Using Program Evaluation: An Example from Early Head Start
- E4      How Witnessing Domestic Violence Affects Early Child Development and Behavior

### **Track 4**      **Promising Program Strategies**

- A4      Goin’ for the Gold! High Quality Programs and Learning for Young Children
- A5, B4      Reflective Supervision – What Is It and Why Is It So Important?
- B5, C8      Strengthening Families Through Early Care and Education
- B6      Great Parent Leaders Giving Children a Great Start
- B7, C9      The Dirty Dozen Assumptions that Defeat “Good Enough” Parenting
- C7      A Toolkit for Supporting Fragile Families
- D5      Kids Have Rights: A Body Safety Program for Children
- E5      Setting Up a Postpartum Depression Screening Program and Support Network



## Workshops by Track, Continued

### Track 5 Practical Applications for Direct Service Staff

- A6, B8 “This is Not Who I Expected.” Understanding & Supporting Families Changed by a Child with Special Needs
- A7 Understanding Infant and Toddler Grief
- A8 The Silent Epidemic: Oral Disease
- A9 Home Visiting: Parents and Children Learning Together
- B9 Respecting the Uniqueness of Native American Children and Families
- B10 Building Capacity in the Infant and Family Field Through Competencies Based Endorsement
- B11 Making the Connection between Lead Poisoning and School and Social Failure
- C10 What About Those Fathers? Engaging Men in Service Provision
- D6, E6 The Score - Media 37; Parents 3: Modern Media’s Effect on Young Children and What Parents Can Do
- D7 Childhood Obesity: The New Epidemic
- D8, E8 Traumatized and Prenatally Alcohol-Exposed Children & Adolescents: Recognition, Assessment & Implications for the Legal System
- D9 Love Languages
- D10 Literacy Accomplishments for Young Children
- E7 Engaging Fathers in the Positive Growth and Development of Their Children
- E9 Strategies for Planning Effective Parent Education in Family Literacy Programs
- E10 Developing Relationships Through Play

### Track 6 Parent Leadership, Support and Education

- A10 READ Books (Read, Explore, Appreciate and Discover) Books
- A11 Building Resilience: No More Bandages!
- C11 Back to Sleep: Tummy to Play
- D11, E11 The Dance of Partnership: Why Do My Feet Hurt? Strengthening the Partnership between Professionals & Parents of Children with Special Needs





# General Conference Information

## Mail Completed Conference Registration Form, with payment to:

Childrens Charter  
324 N. Pine St., Suite 1  
Lansing, Michigan 48933  
Fax: (517) 482-7533

**Check, Money Order, Visa or Mastercard Payable to:** Childrens Trust Fund (CTF)

**Registration Deadline Postmarked by 5 p.m. Monday, October 14, 2006**

## NO On-Site Registration

**Cancellation Policy:** Refunds will be granted less a \$25.00 processing fee if a written notice of cancellation is received by October 14, 2006. No refunds will be granted after that date, however registration may be transferred, upon request, from one participant to another at no additional charge.

### Directions:

**From US-131, North or South:** Take Exit 85-B, Pearl Street. Take Pearl Street to the East. Cross over the river and the Hotel will be on your left. This is approximately ¼ mile from the highway.

**From I-196, East (from Holland):** Take US-131 South to Exit 85-B, Pearl Street. Turn left and go approximately ¼ mile. The Hotel will be on your left.

**From I-96, West (from Lansing):** Take I-196 to Downtown. Then take Exit 77-C, Ottawa Avenue. Go three (3) blocks to Pearl Street. Turn Right. Go two (2) more blocks and the Hotel will be on the corner of Pearl and Monroe.

**Hotel Accommodations/Lodging:** A block of overnight rooms have been secured at the Amway Grand Plaza Hotel, 187 Monroe N.W., Grand Rapids Michigan 49503, phone 800- 253-3590 or 616-774-2000, at a special SFYC Conference rate through October 4, 2006:

Single (1 person) \$76.00	Triple (3 persons) \$116.00
Double (2 persons) \$96.00	Quad (4 persons) \$136.00

This rate does not include tax. Please refer to the "Supporting Families" conference when making reservations. Deadline for receiving these special rates is October 4, 2006. Make your reservations early. Space is limited. The Amway Grand Plaza Hotel can recommend other nearby accommodations if space is not available.

The Courtyard Marriott is nearby for those interested in staying off-site or if the Amway Grand Plaza Hotel block is filled. The Marriott's number is 616-242-6000 for reservations.

**Meals:** Continental breakfast and group luncheon is included in the registration fee. For other meals there are several restaurants in the Amway Grand Plaza Hotel and numerous restaurants in the downtown area.

**Parking:** Parking is available at \$10.00 per day for registered guests of the Amway Grand Plaza Hotel (\$15.00 for valet parking) with unlimited in and out privileges. Parking is available at hourly rates ranging from **\$8.00 - \$28.00 per day for non-registered hotel guests.**

# General Conference Information, continued

**Participant Identification:** Participants must wear their name badge to all sessions. Institute and conference sessions may only be attended by participants registered for those sessions.

**SB-CEUs:** .5 State Board of Education Units (SB-CEUs) will be available, pending approval, for the full-day Pre-Conference Institute sessions on Monday, November 13, 2006. Institute participants **MUST** sign in at the SB-CEU table by 9:00 a.m., Monday, November 13, and at all other designated times. The SB-CEU table will be located near registration in the Center Concourse, concourse level of the hotel. The SB-CEU table will be staffed from 8:00– 9:00 a.m. Upon signing in, the SB-CEU attendance sheets will be distributed and the attendance verification procedure explained.

To receive SB-CEU credit it is mandatory that each participant:

1. Sign-in at the SB-CEU table by 9:00 a.m., Monday, November 13, 2006
2. Pay the \$10.00 SB-CEU registration fee - payable to CTF
3. Attend the entire Institute session
4. Comply with all attendance verification procedures

**Website:** To obtain additional copies of this catalog, visit the Children's Trust Fund website at [www.michigan.gov/ctf](http://www.michigan.gov/ctf) or Children's Charter's website at [www.childcrt.org](http://www.childcrt.org)

**Wellness Activities:** Wellness activities are being offered as a part of the conference. Register for Wellness Activities at the Information Desk during open registration times. All participants will participate at their own risk. Sponsors, planning committee members and staff are not responsible for any injuries received while participating in these activities.

**Workshop Assignments:** Workshop assignments are made in order of registration receipt. Please indicate your first and second choice, per Institute and workshop session, on the registration form.

**Workshop (Experience) Levels:** These indicators reflect the experience level that participants should have in order to gain the most from workshop presentations. Levels are denoted with the following indicator (please note this is not the level of experience of the presenter):

- **Introductory (I)** - Audience *has limited* familiarity with topic
- **Intermediate (M)** - Audience *has some* experience with topic, broaden knowledge or skills
- **Advanced (A)** - Audience has **considerable** experience with topic, discuss underlying or deeper issues/concepts
- **Suitable for All Audiences (S)**

## Further Information:

Deborah Jensen  
Children's Charter  
517.482.7533  
[deborahjensen@childcrt.org](mailto:deborahjensen@childcrt.org)  
[www.childcrt.org](http://www.childcrt.org)

Tricia Headley  
Children's Trust Fund  
517.241.7226  
[headleyp@michigan.gov](mailto:headleyp@michigan.gov)  
[www.michigan.gov/ctf](http://www.michigan.gov/ctf)

# Wellness Activities

**Recognizing the importance of staying healthy in order to do our jobs well, we are offering an opportunity to rejuvenate your body, mind, and spirit through wellness related activities.**

Dance Class - Tuesday, November 14 (River View Room)

12:15 - 1:00 p.m. & 4:45 - 5:30 p.m

Instructor: Angela Jensen

“Jazz” up your muscles and get ready to learn some new dance steps. You will learn a quick dance routine to get your blood pumping and your toes tapping. No experience necessary and two left feet, all shapes, sizes, abilities, and ages are welcome! Loose fitting clothes are the dress code and shoes are not required. First come first serve  
Class size max.: 28. Sign-up early

**Other classes we hope to offer include:**

- ◆ Reflexology
- ◆ Yoga/Pilates
- ◆ Chair Massage

**Watch for more information and more classes at the registration desk.**

**Register for “Wellness Activities” at the Conference Information Desk during Registration**



# Conference Registration Form

Supporting Families with Infants, Toddlers and Young Children

November 13-15, 2006

Please print or type legibly as this information will be used for your nametag. One form for each participant, copy as needed.

Name \_\_\_\_\_  
Agency/Affiliation \_\_\_\_\_  
Address \_\_\_\_\_  
City/State/Zip \_\_\_\_\_ County \_\_\_\_\_  
Phone \_\_\_\_\_ Fax \_\_\_\_\_ Email \_\_\_\_\_

## CONFERENCE FEES:

Institute, November 13 - \$110.00 (Committee Members - \$90.00) \_\_\_\_\_

SB-CEU's, November 13 - \$10.00 \_\_\_\_\_

Two-day Conference, November 14-15 - \$150.00 \_\_\_\_\_

Institute & Two-day Conference, November 13-15 - \$240.00 \_\_\_\_\_

**Total Amount Enclosed:** \_\_\_\_\_

**Make Check or Money Order Payable to:**

**Children's Trust Fund - SFYC**

METHOD OF PAYMENT: ☐ Check or Money Order in US Funds ☐ VISA ☐ Mastercard ☐ American Express

Card No. \_\_\_\_\_ Expiration date: \_\_\_\_\_

Name printed: \_\_\_\_\_ Signature: \_\_\_\_\_

**Registration Deadline: October 14, 2006**

**NO On-Site Registration**

## Check Applicable Boxes:

- ☐ Committee Member
- ☐ Institute Presenter
- ☐ Workshop Presenter

## Volunteer Opportunity:

- ☐ Room Monitor (for a workshop you selected. We will notify you. Thank You!)

## Website:

For additional copies of catalog with Registration Form, visit:  
[www.michigan.gov/ctf](http://www.michigan.gov/ctf) or  
[www.childcrt.org](http://www.childcrt.org)

## Fill in the session numbers of your 1st and 2nd choice for an Institute and for Workshops:

	Mon. 1-7 9:00 - 4:30	Tues. A1-A11 10:30 - 12:00	Tues. B1-B11 1:30 - 3:00	Tues. C1-C11 3:15 - 4:45	Wed. D1-D11 10:45 - 12:15	Wed. E1-E11 1:30 - 3:00
1st Choice						
2nd Choice						

The committee will consider reasonable ADA requests made on this form and received by October 14, 2006. Please indicate your request: \_\_\_\_\_

Special dietary needs? \_\_\_\_\_

**Mail to: Children's Charter, 324 N. Pine Street, Suite 1, Lansing, MI 48933**

**Fax: 517.482.2626**

**[deborahjensen@childcrt.org](mailto:deborahjensen@childcrt.org)**

**Questions? Call 517.482.7533**



# Scholarship Application

Please complete and return this completed application to Teresa Marvin (fax to 517/335-7789 or Email to marvint@michigan.gov) by the **September 20, 2006** deadline. Complete one application per scholarship requested. Also see Scholarship Guidelines for additional information.

Name \_\_\_\_\_  
 Agency/Affiliation \_\_\_\_\_  
 Address \_\_\_\_\_  
 City/State/Zip \_\_\_\_\_ County \_\_\_\_\_  
 Phone \_\_\_\_\_ Fax \_\_\_\_\_ Email \_\_\_\_\_

**I am applying for the following type of scholarship:**

<b>Regulated Child Care Provider</b> (See Scholarship Guideline 1A)  License or Registration #: _____	<b>Day Care Aides and Relative Care Provider</b> (See Scholarship Guideline 1B)  Provider ID #: _____	<b>Direct Service Providers</b> (See Scholarship Guideline 1C)  Agency/program where employed and your title: _____	<b>Parent</b> (See Scholarship Guideline 1D) Name of agency/program where your 0-5 year-old child receives services: _____ _____
---	---	---	--

**I am requesting scholarship support to attend:** *(choose one box only)*

- ☐ Pre-Conference Institute (November 13, 2006)  
☐ Two-Day Conference (November 14-15, 2006)  
☐ Both Pre-Conference Institute and Two-Day Conference (November 13-15, 2006)

**Select Pre-Conference Institute and/or Conference Workshops:**

Fill in the session numbers of your 1st and 2nd choice for an Institute and for Workshops:						
	Mon. 1-7 9:00 - 4:30	Tues. A1-A11 10:30 - 12:00	Tues. B1-B11 1:30 - 3:00	Tues. C1-C11 3:15 - 4:45	Wed. D1-D11 10:45 - 12:15	Wed. E1-E11 1:30 - 3:00
1st Choice						
2nd Choice						

The committee will consider reasonable ADA requests made on this form and received by October 14, 2006. Please indicate your request: \_\_\_\_\_

Special dietary needs? \_\_\_\_\_

**I would like to volunteer to assist at the conference:** ☐ Yes ☐ No

**Applications must be received by September 20, 2006.**

**Return this application to:** Teresa Marvin, 235 S. Grand Avenue, Suite 415, Lansing, MI 48933

Fax: 517-335-7789 or Email marvint@michigan.gov

## Internal Use Only

Date Received: \_\_\_\_\_ Assigned #: \_\_\_\_\_  
 Geographic Location: \_\_\_\_\_ Status: \_\_\_\_\_  
 Fund/Scholarship Source: \_\_\_\_\_  
 Notified application received: \_\_\_\_\_ Notified of status: \_\_\_\_\_



# Scholarship Guidelines

A limited number of scholarships are available for the Supporting Families with Infants, Toddlers & Young Children Conference. Scholarship applications are due by **September 20, 2006**. The following guidelines apply:

## ***WHO IS ELIGIBLE?***

Scholarships will be limited to those who are:

- A. Regulated Child Care Providers.** Includes any child care provider working in a regulated child care center, group home, or family home. Applicant must provide the license number of the group home or center, or registration number of the family home, on the application.
- B. Day Care Aides and Relative Care Providers.** Includes any Day Care Aides and Relative Care Providers enrolled by the Department of Human Services. Applicant must provide their provider I.D. number on the application.
- C. Direct Service Providers.** Includes staff from programs serving children ages 0-5 that interact directly with families, parents, and the community. Does not include executive directors, supervisors, program managers, etc. Also does not include Child Care Providers (see A and B, above).
- D. Parents.** Includes parents who are receiving program services for a child, 0-5. Application must include the name of the program where you receive services (e.g. Early On, Head Start, Michigan School Readiness Program, etc.).

## ***WHAT COSTS ARE COVERED?***

These scholarships will apply to the two-day Conference and/or Pre-conference Institute **registration fees only**, which includes registration for the conference but does not include CEU's, travel, lodging, child care, or meals (e.g. dinners, which are not included in the conference fees).

## ***CAN SCHOLARSHIP DECISIONS BE APPEALED?***

All scholarship decisions are final. There is no appeal process for decisions made regarding the awarding of these scholarships.

## ***HOW WILL YOU BE NOTIFIED?***

Applicants will be notified of the receipt of their application and will be notified regarding the status of their scholarship application by September 29, 2006.

## ***WHAT ELSE DO YOU NEED TO KNOW?***

- .. If an applicant is notified that they have not been awarded a scholarship, but still wishes to attend the conference, the applicant can ask the Scholarship Committee to forward their information to the Registrar and then remit full payment.
- .. Scholarships are not transferable. Only the person awarded the scholarship can register and utilize the scholarship.
- .. If, due to unforeseeable circumstances, you are awarded a scholarship and learn that you are unable to attend the conference, please notify Teresa Marvin as soon as possible, as the committee may be able to reallocate those funds for another person to participate.
- .. Scholarships are limited to one provider per agency/program.

**NOTE: IF YOU ARE SUBMITTING A SCHOLARSHIP APPLICATION, DO NOT SUBMIT A REGULAR CONFERENCE REGISTRATION FORM. SCHOLARSHIP APPLICATIONS ARE DUE BY SEPTEMBER 20, 2006.** Submit scholarship applications to:

Teresa Marvin  
235 S. Grand Avenue, Suite 415  
Lansing, MI 48933  
Fax: 517-335-7789  
Email [marvint@michigan.gov](mailto:marvint@michigan.gov)

# Thank You!

Many thanks to the Supporting Families with Infants, Toddlers and Young Children Conference Planning Committee members, their respective agencies, CTF staff, and all of the volunteers for their generous support in planning, preparing, and executing this year's Supporting Families with Infants, Toddlers and Young Children's Conference. It has been their efforts, time and energy that have made this year's conference possible.

The Supporting Families with Infants, Toddlers, and Young Children Conference is made possible because of the collaborative effort of state human services agencies, private child advocacy organizations and coordination by the Children's Trust Fund and Children's Charter of the Courts of Michigan/PCA Michigan.

## Planning Committee Members:

Debra Behringer, Lead Poisoning Prevention, Department of Community Health  
Dawn Contreras, Children, Youth and Family Programs, MSU Extension  
Pat Crum, Child Protection Team, DeVos Children's Hospital  
Reneé DeMars-Johnson, Early Childhood and Parenting Programs, Michigan Department of Education  
Ann Funchess, Spaulding for Children  
Tricia Headley, Children's Trust Fund  
Deborah Jensen, Children's Charter of the Courts of Michigan  
Kay Loftus, Children's Charter of the Courts of Michigan  
Mary Ludtke, Mental Health Services to Children and Families, Department of Community Health  
Monica Marchell, Catholic Social Services  
Teresa Marvin, Community Support Services, Department of Human Services  
Princess Morrison, Spaulding for Children  
Laurie Nickson, Michigan Association for the Education of Young Children  
Nancy Peeler, Family and Community Health, Department of Community Health  
Kathi Pioszak, Early Childhood Investment Corporation  
Dawn Ritter, Community Supportive Services, Department of Human Services  
Jan Schultz, Spectrum Health-Healthier Communities  
Deborah Weatherston, Michigan Association for Infant Mental Health  
Jackie Wood, Early Childhood and Parenting Programs, Michigan Department of Education



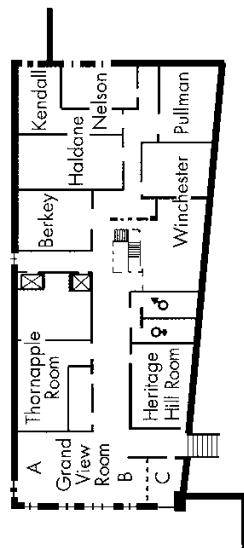
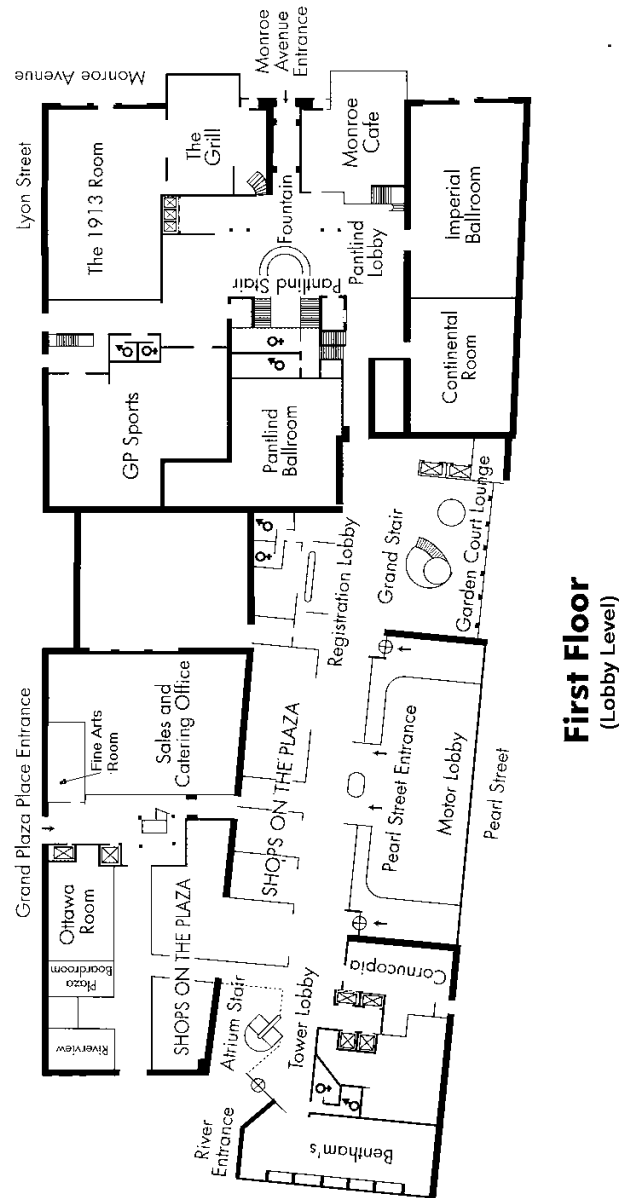
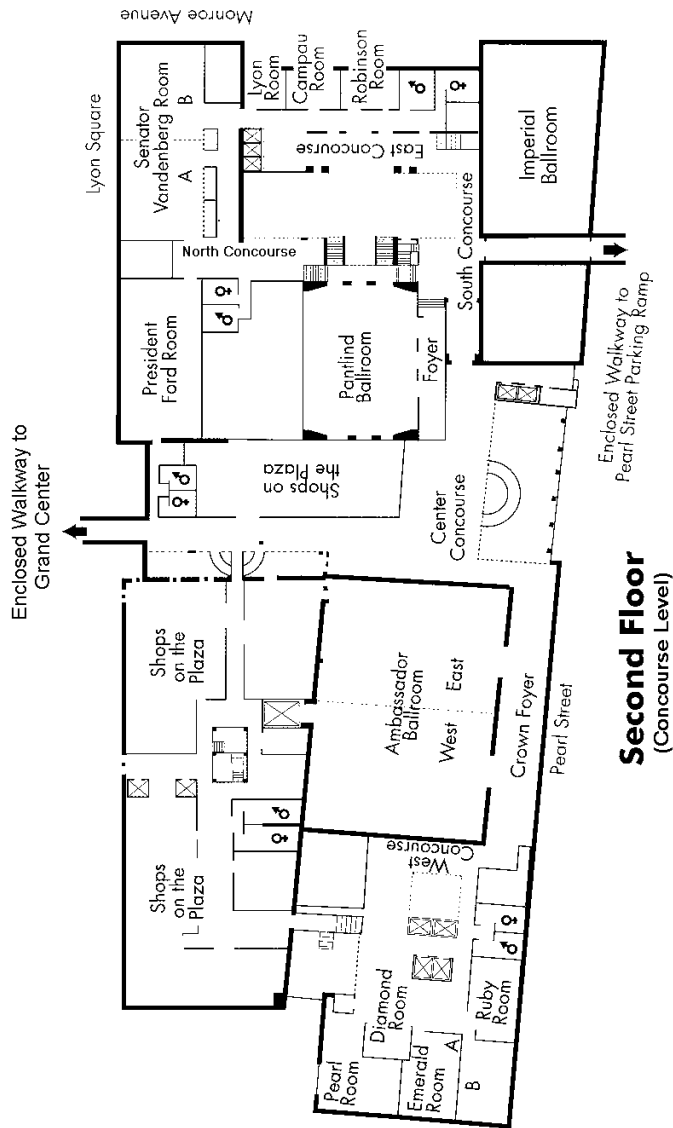
A special thank you to the volunteers from the Grand Rapids area and the coordination of these efforts by Spectrum Health and the Grand Rapids Convention and Visitors Bureau.

## Statement of Co-sponsorship:

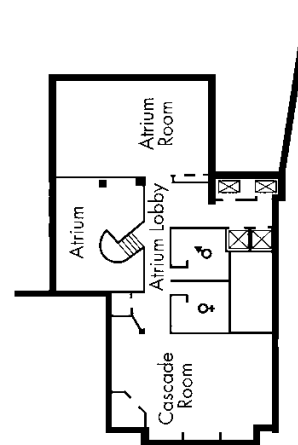
Co-sponsorship of a conference by the Michigan Department of Education assumes the active participation of Department of Education staff in the planning and development of the agenda. No person shall be denied the opportunity to participate on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap. The conference facility must meet accessibility standards for the physically handicapped. Commercial products or services displayed or presented as a part of the conference are not considered endorsed by the Michigan Department of Education.

*Most people do not receive nearly enough appreciation. How can this be when appreciation is free, easy, and readily available? All you have to do is speak. Go give some away now." – Rhoberta Shaler, PhD*

# Floor Plan for Meeting Rooms



Use Stairs near the  
Diamond Room (second floor)



Below Bentham's Riverfront  
Restaurant (use Atrium stair)

	<b>Workshops A</b>	<b>Workshops B</b>	<b>Workshops C</b>	<b>Workshops D</b>	<b>Workshops E</b>
	<b>Tues, 10:30-12:00</b>	<b>Tues, 1:30-3:00</b>	<b>Tues, 3:15-4:45</b>	<b>Wed, 10:45-12:15</b>	<b>Wed, 1:30-3:00</b>
<b>Track 1</b>	Gaining a Fresh Perspective on Program Management	Early Childhood Investment Corporation	The Leader for the New Era Non-Profit	Supporting Infancy and Early Childhood Professionals Through Training and Mentoring	
<b>Track 2</b>	Improving Service Delivery: Understanding the Latino Population		Collaboration: What does it look like?	Zero to Three Secondary Prevention-Evaluating Maltreatment Prevention for Infants and Toddlers	
<b>Track 3</b>	Childhood Sexual Abuse, Depression, and Family Dysfunction in Adult Obese Patients	Strategies for Promoting Healthy Couple Relationships and Marriage in Early Parenting Programs	Does Spanking Always Lead to Negative Behavior?	Relationships Matter: Enhancing School-Readiness Skills by Promoting Attachment Relationships	Documenting Your Program's Strengths and Identifying Areas of Continuous Improvement Using Program Evaluation
				Adolescents: What Are They Thinking?	How Witnessing Domestic Violence Affects Early Child Development and Behavior
		Parent Education in Family Literacy Programs			
		The Origins of Addiction: Evidence from the Adverse Childhood Experiences Study			
<b>Track 4</b>	Goin' for the Gold! High Quality Programs and Learning for Young Children	Strengthening Families Through Early Care and Education	A Toolkit for Supporting Fragile Families	Kids Have Rights: A Body Safety Program for Children	Setting Up a Postpartum Depression Screening Program and Support Network
	Reflective Supervision-What Is It and Why Is It So Important?				
		Great Parent Leaders Giving Children a Great Start			
		The Dirty Dozen Assumptions that Defeat "Good Enough" Parenting			

	<b>Workshops A</b>	<b>Workshops B</b>	<b>Workshops C</b>	<b>Workshops D</b>	<b>Workshops E</b>
	<b>Tues, 10:30-12:00</b>	<b>Tues, 1:30-3:00</b>	<b>Tues, 3:15-4:45</b>	<b>Wed, 10:45-12:15</b>	<b>Wed, 1:30-3:00</b>
<b>Track 5</b>	“This is Not Who I Expected.” Understanding & Supporting Families Changed by a Child with Special Needs	Respecting the Uniqueness of Native American Children and Families	What About Those Fathers? Engaging Men in Service Provision	The Score-Media 37: Parents 3: Modern Media’s Effect on Young Children and What Parents Can Do	
	Understanding Infant and Toddler Grief	Building Capacity in the Infant and Family Field Through Competencies Based Endorsement		Childhood Obesity: The New Epidemic	Engaging Fathers in the Positive Growth and Development of Their Children
	The Silent Epidemic: Oral Disease	Making the Connection Between Lead Poisoning and School and Social Failure		Traumatized and Prenatally Alcohol-Exposed Children & Adolescents: Recognition, Assessment and Implications for the Legal System	
	Home Visiting: Parents and Children Learning Together			Love Languages	Strategies for Planning Effective Parent Education in Family Literacy Programs
				Literacy Accomplishments for Young Children	Developing Relationships Through Play
<b>Track 6</b>	READ Books (Read, Explore, Appreciate and Discover) Books		Back to Sleep: Tummy to Play	The Dance of Partnership: Why Do My Feet Hurt? Strengthening the Partnership between Professionals and Parents of Children with Special Needs	
	Building Resilience: No More Bandages!				





# Supporting Families with Infants, Toddlers, and Young Children

**The Fifth Biennial Conference on the Early Years  
November 13-15, 2006**

**Amway Grand Plaza Hotel  
Grand Rapids, MI**

**Conference Registration Deadline: October 14, 2006  
Hotel Registration Deadline: October 4, 2006**

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NOT PRINTED WITH STATE FUNDS

**Children's Trust Fund  
235 S. Grand, Suite 1411  
Lansing, MI 48933**

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Prevent Child Abuse America

**Questions? Contact  
Deborah Jensen  
Children's Charter  
(517) 482-7533**